DOCUMENT RESUME

ED 296 509 EC 210 274

TITLE	Program Models with Exemplary Components.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Jul 87
GRANT	G008530187
NOTE	14p.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *Demonstration Programs; *Disabilities; *Education Work Relationship; Parent Participation; Program Effectiveness; Secondary Education; State Programs; *Transitional Programs; Vocational Education; Vocational Evaluation
IDENTIFIERS	North Carolina

ABSTRACT

The document describes 17 programs of interagency transitional programming and planning for exceptional students exiting public schools in North Carolina and elsewhere. It is intended to disseminate information on successful programs in the state and encourage visitation between local school administrative units. Programs were selected according to state criteria for model services for secondary exceptional children's programs. Selected programs had on-site evaluations showing outstanding components in one or more of the following areas: partnerships, vocational curriculum development, transition from school to work, vocational assessment and planning, and training. Programs commonly share such essential elements for successful transition as interagency cooperation, a written plan, parental involvement, and multiple employment options. Programs are listed alphabetically by county (within North Carolina) and by state, otherwise. Listings include a descriptive paragraph showing program purposes, special features, types of students served and contact information including address and phone number. (DB)

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Program Models With Exemplary Components

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EC 21074

Division for Exceptional Children
North Carolina Department of Public Instruction

This publication was funded as a part of the transition project entitled "Developing Cooperative Models of Transition Services for North Carolina's Handicapped Youth."

Funds were made available through the U.S. Department of Education, Office of Special Education and Rehabilitation Services, Contract Number G008530187.

Division for Exceptional Children
Department of Public Instruction
Raleigh, North Carolina
July 1987

INTRODUCTION

This publication presents programs of interagency transitional programming and planning for exceptional students exiting public schools in North Carolina. It is designed to provide ideas, explore new areas, chart new directions, and describe innovations in providing transitional services. The purpose is to disseminate information on successful programs in the state and encourage visitation between local school administrative units. This is not a complete listing of all programs in the state.

Programs were submitted to the Division for Exceptional Children according to the criteria outlined in North Carolina's "Procedural Manual for Model Services for Secondary Exceptional Children's Programs." The "target areas" were Partnerships; Vocational Curriculum Development; Transition From School to Work; Vocational Assessment and Planning; and Training. After the on-site evaluations, programs were selected which had outstanding components in one or more of these areas.

This publication also contains a description of seven projects in other states funded by the United States Department of Education Office of Special Education and Rehabilitative Services and one project funded by Richmond Public Schools. The descriptions come from the July 1986 edition of Counterpoint, a publication of the National Association of State Directors of Special Education and brochures from the Parent Resource and Training Center, Richmond, Virginia.

The programs and projects vary greatly in terms of program focus, persons served, and cooperating agencies. However, each of the programs and projects listed in this publication have several of the essential elements for successful transition. The essential elements are interagency cooperation, a written plan, parental involvement, and multiple employment options.

It is hoped that the information, strategies, and techniques incorporated in these programs and projects serve as a guide for providing transitional services for handicapped students in public schools in North Carolina.

E. Lowell Harris

E. Lowell Harris, Director
Division for Exceptional Children

PROGRAM MODELS AND CONTACT PERSONS

North Carolina's Programs

ALAMANCE COUNTY SCHOOLS

Competitive Employment Preparation

The program is a collaborative effort between Alamance County Schools and the North Carolina Department of Vocational Rehabilitation. Serving youth who are physically, mentally, or emotionally handicapped, the program is designed to prepare them for competitive employment.

The program seeks to: 1) meet the needs of handicapped students within the regular education program, 2) assist those students who have been unsuccessful in the regular vocational education program, and 3) assist students during the transition from school to work. Features of the program include: community-based training, job placement, youth summer jobs program, on-the-job training, counseling, linkage with JTPA, access to a vocational evaluator, management system for student's school and work progress. The Vocational Rehabilitation counselor serves as job coach.

CONTACT: Exceptional Children Program Administrator

Alamance County Schools
609 Ray Street
Graham, NC 27253

919/226-8465

BRUNSWICK COUNTY SCHOOLS

Job Site Training for Transition

The purpose of the program is to improve the transition from school to independent living after high school for rural secondary students in the 11th and 12th grades. Most of the students are classified as mentally handicapped or learning disabled and are currently enrolled in a vocational course of study.

The program offers pre-employment training based on a comprehensive vocational assessment. After completing training on campus, students are

placed on a job in the community for six weeks. Classes are redesigned to give students an opportunity to work a half-day every day for six weeks. They are supervised on-site by an employee of the company and a teacher from the school.

CONTACT: Exceptional Children Program Administrator

Brunswick County Schools
Star Route, Highway 133
Southport, NC 28461

919/457-5241

BURKE COUNTY SCHOOLS

Day Treatment Services

The Burke County Day Treatment Program is a cooperative effort between Burke County Schools and Foothills Area Programs which is funded by the North Carolina Department of Human Resources' Division of Mental Health. The Program is designed to provide intensive day treatment to adolescents who are certified "Willie M." (The students have multiple problems -- behavioral and/or emotional handicaps and academic delays. Characteristically, the students are aggressive and assaultive.) The program serves up to eight students ranging in age between twelve and eighteen.

The following services are provided: academic remediation, life skills development, pre-vocational and vocational skills, therapeutic recreation, individual psychotherapy and family therapy.

Based on a comprehensive team approach, service is closely coordinated with emphasis on stable parameters, a clear contingency management system, internalization of control and problem-solving skills. Each student has an individual habilitation plan. Community-based training and parental involvement are a major part of the program.

CONTACT: Exceptional Children Program Administrator

Burke County Schools
Drawer 989, Parker Road
Morganton, NC 28655

704/433-4300

Cumberland County Schools

New Horizons For Job Preparation

Cumberland County Schools provide at all their high schools a New Horizons

Program. New Horizons is designed to develop employability skills and provide simulated work experiences and/or on-the-job training in order that students may try out skills acquired through classroom instruction. The program serves handicapped students. Preparing them for employment in the private sector when appropriate work sites can be found and when they are ready to enter the job market. Course content includes getting and keeping a job, employment selection and planning, employment-related information, personal and social development, independent living, communication, and work simulation.

A major feature of the program is the vocational lab. The vocational lab is equipped and staffed to provide instructional reinforcement for students who need assistance to succeed in regular vocational courses. Students may attend the lab for a full school year along with a regular vocational course or on a temporary basis, according to their individual needs. The lab's key role is to provide support services to students' regular vocational courses. In addition to assisting students with tasks assigned by their regular vocational teachers, the lab's staff provides individualized instruction in related areas of vocational reading, communication, writing, math, tool use and work-related machines.

During the eleventh and twelfth grades, students are enrolled in the job training course. This is a cooperative effort between the Jobs Training Services Center and Cumberland County Schools. The Jobs Training Services Center is funded with county, state and federal funds. This two-year course is designed to continue the special needs of those students who cannot succeed in regular vocational courses.

CONTACT: Exceptional Children Program Administrator

Cumberland County Schools
P.O. Box 2357
Highway 301 South
Fayetteville, NC 28302

919/323-4411

CURRITUCK COUNTY SCHOOLS

Vocational Curriculum Development And Implementation

The program was designed to use the existing school environment, through on-campus work experiences and hands-on class activities, to provide the academic, vocational, and socialization skills that would help mentally handicapped, learning disabled, and behaviorally/emotionally handicapped students realize their potential and become independent, productive citizens. Features of the program include: functional curriculum, work simulation in the classroom, on-campus job placement, linkage with local businesses, and vocational rehabilitation.

The program is implemented by a vocational teacher who happens to be a master craftsperson. Crafts are used to develop a positive self-concept, learn

vocational skills, learn recreational skills, develop positive attitude toward work, and provide a source of income. The income is used for civic and social activities by the students. Working cooperatively with other teachers, guidance counselors, and businesses in the community, the teacher is able to improve the school environment and find community-based training sites.

CONTACT: Director of Vocational Education

Currituck County Schools
P.O. Box 40
Currituck, NC 27929

919/453-2171

DARE COUNTY SCHOOLS

Training/Staff Development

The program is designed to provide reciprocal training and staff development for vocational and special education teachers. The special education teachers train vocational teachers as to what specific exceptionalities are; how they affect students; what the physical, mental, and emotional developmental level expectations are; and on teaching strategies to match their learning styles. The vocational teachers will train special education teachers as to what specific vocational courses are about, skills needed by students, styles of teaching and management, and what vocational possibilities the courses lead to for students.

CONTACT: Exceptional Children Program Administrator

Dare County Schools
Annex A/P.O. Box 640
Manteo, NC 27954

919/473-1101

GREENSBORO CITY SCHOOLS

Independent Living Training

Charles D. McIver School provides educational services for the mentally handicapped emphasizing the physical, social, emotional, mental and moral welfare of each child. The overall goal of the program is to prepare the student for independent living after high school. The academic program focuses on math, language and cognitive skills needed for everyday living.

The pre-vocational curriculum is composed of two functional components - simulated skills and contract work. Simulated skills are divided into eight

basic components: sorting, packaging, counting, sequencing hardware, assembly, collating and zip coding. Contract work is arranged with local businesses.

The vocational education school-based work experience program trains students for community-based work. The school-based program is coordinated by one teacher and one assistant who assigns, trains, and supervises work.

The community-based work experience component involves community job placement of various work sites for a portion of each day. Under the supervision of the on-site employees as well as the vocational coordinator, students are taught job-seeking skills, safety rules at work, employer/employee responsibilities, how to deal with frustrations and how to get along with fellow employees.

The school vocational rehabilitation program provides the psychological and vocational evaluations, community placement services, and on-the-job training, and assists with job maintenance.

CONTACT: Assistant Principal

McIver School
Greensboro City Schools
1401 Summit Avenue
Greensboro, NC 27405

919/378-9159

NORTH CAROLINA SCHOOL FOR THE DEAF--MORGANTON

Integrated Transitional Services

The services for students include two special programs: the high school alternative program (9-12) and the program for the multihandicapped (K-12). The program for the multihandicapped in the high school includes handicapping conditions of profound deafness, mental retardation, blindness, and behavioral problems. The program has three teachers and three classroom aides. The Alternative Program has five teachers and five classroom aides. The students in this program have educational deficits and, in many cases, behavioral disorders.

The special programs department serves students who have been targeted as "at risk" relative to employability and successful adult adjustment after graduation from high school. The major goal of the job component of the program, which comprises one-half of the students' Individualized Education Program, is to make the student employable upon graduation. The program is structured to provide services in the following areas:

- Independent living skills development
- Social and environmental development
- Functional academic training

. Practical work skills and attitude development

The program has established a five-step hierarchy of guided job experiences both on campus and in the community. Employment ranged in increasing levels of responsibility, difficulty, and pay.

At all levels of employment, job counseling is provided by the job developer. Problems are addressed in the classroom along with the emphasis on job-related social skills. If a placement is not successful, the student is counseled and eventually placed in a different job area.

Vocational rehabilitation picks up the students as clients in their senior year and provides follow-up placement and counseling in the student's community after graduation.

CONTACT: Vocational Principal

NC School for the Deaf
Highway 64
Morganton, NC 28655

704/433-2940

PERSON COUNTY SCHOOLS

Living Skills Preparation

The Living Skills Center is a self-contained program for Trainable Mentally Handicapped students, ages 17-20, and staffed by one teacher and two aides. The program is cooperatively funded by the Person County Board of Education and the Association for Retarded Citizens (ARC). The program is located in a home purchased and restored by the ARC.

The program is centered around a functional curriculum with emphasis on living skills, basic domestic skills, and pre-vocational training. In addition, the students are taught survival skills, problem-solving, socialization and basic reading skills. Community volunteers participate in the program. Additional features of the program include: linkage with the ARC; business community and vocational rehabilitation, community-based training; work simulation; and a newsletter written and distributed by the students.

CONTACT: Exceptional Children Program Administrator

Person County Schools
304 South Morgan Street
Roxboro, NC 27573

919/559-2191

ARIZONA--PROJECT BRIDGE

Project Bridge is operated by the Southwest Business, Industry and Rehabilitation Association. The program serves students with visual, physical, multiple, hearing, emotional, and speech handicaps, as well as trainable and educable mentally handicapped, learning disabled, and homebound students in their transition from school to work. The program has a centralized clearinghouse for directing youth to one or more agencies for training and support. The clearinghouse consists of computerized information regarding over 80 types of resources, and over 400 programs and services are represented.

CONTACT: Project Coordinator

Southwest Business, Industry,
and Rehabilitation Association
4410 North Saddlebag Trail
Scottsdale, Arizona 85251

602/949-0135

FLORIDA--Leon's Intensive Training for Employment

Leon's Intensive Training for Employment is a four-year vocational program for physically handicapped, learning disabled, and mildly retarded students in grades 9-12. The program is designed to:

- provide students with job-seeking skills, expected job behaviors, and available employment opportunities through classroom training, decision-making skills development, and self appraisal
- improve the employability of students by enabling them to demonstrate their employment skills through subsidized or unsubsidized work experience while in the program

Working cooperatively with other human service agencies, the resources of local and state agencies are brought together to assess, train, and place students in community jobs.

CONTACT: Vocational Specialist

Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304

904/487-731

MARYLAND--Job Training And Tryout Project

The Job Training and Tryout Project is a community-based program supported by the Montgomery County Association for Retarded Citizens, George Washington University's Department of Special Education, Montgomery County Public Schools, Division of Vocational Rehabilitation and Association for Children and Adults with Learning Disabilities. It is a time-limited program that assists students in finding employment after school through employability skills training and job tryouts. It serves young adults, 18-26 years old, with mild mental retardation or severe learning disabilities, who have expressed an interested in obtaining competitive employment.

CONTACT: Project Director

Job Training and Tryout Project
11600 Nebel Street, Suite 114
Rockville, MD 20852

301/468-0913

MARYLAND--TRAINING FOR EFFECTIVE TRANSITION (Project TET)

Project TET is a program that serves learning disabled, intellectually limited, emotionally impaired and other handicaps between the ages of 18-21 in a rural area of southern Maryland. It is a comprehensive employment and training transition service for students exiting special education programs in the Charles County Public Schools. The delivery system consists of service in the areas of job placement, job support, continuing education, and networking services to the Charles County Multi-Service Community Center. Also, TET interfaces with local Job Training Partnership Act programs, Vocational Rehabilitation services, and vocational education training programs.

CONTACT: Project Director

Charles County Board of Education
P.O. Box D
LaPlata, Maryland 20746

301/870-381

UTAH--COMMUNITY-BASED TRANSITION PROJECT

The goal of the Utah Community-Based Transition Project is to improve the quality of services for severely handicapped students in the State of Utah by developing a program that involves parents and is integrated, age-appropriate, community-based, future-oriented, comprehensive, and effective. Students in the program receive vocational training in the community and leisure-recreation skills in the work, school, and home settings.

CONTACTS: Project Coordinator

229 Milton Bennion Hall
University of Utah
Salt Lake City, Utah 84112

801/581-8128

VIRGINIA--PARENT RESOURCE AND TRAINING CENTER

The Parent Resource and Training Center is a program designed to promote a cooperative partnership between parents of exceptional children and their school/community. The Parent Resource and Training Center offers:

- Community service information and referrals to meet individual needs of families
- Initial contact to provide information to new parents in the community
- Assistance to parents in locating support groups
- Assistance and resources for parents working with their child at home
- Training modules for teachers

The center is staffed by a team comprised of the parent of a handicapped child and school personnel whose interests are in exceptional education. Together they form a "core team" which is trained to help parents meet the needs of their special child.

CONTACT: Parent Coordinator or
Program Specialist

Parent Resource and Training Center
Exceptional Education Department
Richmond Public Schools
1821 Amelia Street
Richmond, Virginia 23220-6696

804/780-6030

VIRGINIA--Stimulate Transition to Employment Through Education and Rehabilitation (Project STEER)

Project STEER serves students between the ages of 14 and 21 who are currently enrolled in or who are entering vocational education program

services. The program is designed to enhance and develop training and employment possibilities for visually impaired students. The students are given a comprehensive vocational potential evaluation either on the local level or at the Virginia Rehabilitation Center for the Blind in Richmond. After high school, Vocational Rehabilitation provides placement assistance and follow up.

CONTACT: Project Coordinator

Project STEER
397 Azalea Avenue
Richmond, VA 23227

804/264-314

WISCONSIN--PROJECT ADAPT

Project Adapt is designed to prepare mentally retarded, leaning disabled, and other high school seniors with similar disabling conditions for entry into the labor market. The program has three components -- employment readiness assessment, employment readiness training and structured job search.

The project works cooperatively with the schools, Department of Vocational Rehabilitation and Vocational Technical Institute, job services, the Job Training Partnership Act Program, county human service boards, local unions, community rehabilitation centers, industry, parent and advocacy groups, chambers of commerce, and other agencies.

CONTACT: Training Officer

Project Adapt
University of Wisconsin-Stout
Menomonie, Wisconsin 54741

715/232-1380